



RUTGERS

Graduate School of Education

Search for the Dean of the Graduate School of Education

Rutgers, The State University of New Jersey

New Brunswick, New Jersey

THE SEARCH

Rutgers, The State University of New Jersey (Rutgers), seeks a collaborative, innovative, and dynamic leader to serve as the next dean of the Graduate School of Education (GSE). Positioned within one of the highest-ranked, most diverse public research institutions in the country and led by top experts in the field, this is a compelling opportunity to lead the GSE, which has driven and championed revolutionary change in education for 100 years. The new dean will join the GSE at a time of significant momentum, celebrating its centennial and impact.

Founded as the eighth oldest college in the United States, Rutgers has a rich history. Established in 1766 as Queen's College, Rutgers is one of only nine U.S. institutions of higher education chartered before the American Revolution. Today, Rutgers is a research powerhouse, the top public university in New Jersey, a member of the Association of American Universities, and among the most diverse institutions in the Big Ten Academic Alliance. In 1923, the School of Education was created out of what was then a college department. The school evolved over the years, and as graduate programs continued to grow, in 1960, the School of Education became the Graduate School of Education in name and practice. Today, the Graduate School of Education is ranked #43 in the 2023-24 *U.S. News & World Report* Best Graduate Schools in Education. The GSE remains the highest-ranked graduate school of education in New Jersey and the only graduate school of education in the state with a ranking in the Top 50.

For a century, the GSE has advanced excellence and equity in education by creating, disseminating, and using knowledge to improve education – including learning and teaching, and preparing generations of graduates to serve society as transformative educational scholars, practitioners, and leaders. With 1,024 students in doctoral, master's, and non-degree programs, the GSE boasts world-class faculty in three academic departments—Educational Psychology; Educational Theory, Policy, and Administration; and Learning and Teaching—collectively offering more than 80 graduate degree programs, plus certificate, endorsement, and continuing education programs. Known for its prowess in research, seven distinguished centers and institutes provide homes for faculty, students, and staff to advance research and inform best practices in education, from better learning in local communities to research-based educational policymaking locally, nationally, and farther afield.

Reporting to the Chancellor of Rutgers University-New Brunswick, overseeing 119 full-time faculty and staff, and an operating budget of over \$33.19 million, the dean will serve as a vital member of the New Brunswick academic leadership team and will lead the GSE at a critical moment in the nation's educational history. This dean will be asked to develop a forward-thinking and inclusive vision and strategy; advance GSE's commitment to diversity, equity, and social justice; bolster the school's infrastructure; strengthen its shared governance; and further foster scholarship, research, fundraising, and external partnerships.

A search committee has been formed, and Isaacson, Miller, the national executive search firm, has been engaged to support the committee. Confidential applications, inquiries, and nominations can be directed to the firm as indicated at the end of this document.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Rutgers University has a distinguished history of service and ambition in the state of New Jersey and beyond. Chartered in 1766 as the nation's 8th institution of higher education, it became New Jersey's land-grant college after the Morrill Act of 1862. In the 1920s, Rutgers assumed university status, and in 1945 and 1956, state legislative acts designated Rutgers as the State University of New Jersey.

Rutgers is the top public institution and the flagship university of the state. It is an institution dedicated to the highest standards of teaching, groundbreaking research, and providing services, solutions, and clinical care that help individuals and their local, national, and global communities. A dynamic intellectual environment, the University has more than 8,000 full- and part-time faculty and over 14,000 full- and part-time staff members serving approximately 67,600 undergraduate and graduate students. The institution offers over 150 undergraduate majors and more than 400 graduate programs. Research grants and sponsored programs totaled \$929.3 million in FY2023. For more information, visit <https://www.rutgers.edu/about-rutgers>.

LEADERSHIP

Jonathan Holloway, a U.S. historian, took office as the 21st president of Rutgers University on July 1, 2020. Before this role, Dr. Holloway was provost of Northwestern University from 2017 to 2020 and a member of the faculty of Yale University from 1999 to 2017. At Yale, he served as Dean of Yale College and the Edmund S. Morgan Professor of African American Studies, History, and American Studies. President Holloway's scholarly work specializes in post-emancipation U.S. history, focusing on social and intellectual history. Dr. Holloway, who began his academic career at the University of California, San Diego, received a bachelor's degree with honors in American studies from Stanford University and a PhD in history from Yale University. Dr. Holloway is an elected member of the American Academy of Arts and Sciences and the Society of American Historians. He is a Fellow of the Council on Foreign Relations. At Rutgers, Dr. Holloway has identified three hallmarks of his presidency – achieving the ideal of a beloved community, relentlessly pursuing academic excellence, and developing strategic institutional clarity. Dr. Holloway's leadership has vitalized the University in multiple ways. A permanent Office of Climate Action has been created; a cabinet position was created for the first Senior Vice President for Equity, and the University has rolled out a comprehensive [Rutgers Forward: University Diversity Strategic Plan](#).

Francine Conway is the Chancellor of Rutgers University-New Brunswick. Dr. Conway assumed the title of Chancellor on July 1, 2023, after serving as Chancellor-Provost since July 2021 and previously as Provost. She is also a Distinguished Professor in the Graduate School of Applied and Professional Psychology, where she served as Dean from 2016 to 2020, and is an internationally recognized clinical psychologist. Chancellor Conway has served as a past president of the National Council of Schools and Programs of Professional Psychology and as an editor for prestigious journals in her field. Dr. Conway completed her education at Cornell University, Columbia University, and the Gordon F. Derner Institute for Advanced Psychological Studies at Adelphi University, where she later joined the faculty for 13 years. As Provost, Dr. Conway prioritized diversity and inclusivity, working to create an environment that reflects New Jersey's diversity and addresses equity gaps. She also developed a robust suite of faculty support initiatives,

including the [Center for Faculty Success](#), the Vice Provost for Faculty Affairs position, the Rutgers Associate Professor Project (RAPP), and the Provost's Fellowships in Teaching and Faculty Advancement. The Rutgers–New Brunswick [Academic Master Plan](#) is a strategic initiative that serves as the roadmap for the institution's future, clarifying strategies to accomplish the University's academic and service missions.

THE GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education is a nationally ranked leader in the field of education. Through teaching, scholarship, research, and service, the GSE has impacted local to global communities for the last 100 years, and its future trajectory is even more enticing. The GSE is guided by its vision to bring distinction to Rutgers by conducting research and improving practice in relation to three pressing issues in education: (i) meeting the needs of diverse learners, (ii) using emerging digital pedagogical tools effectively, and (iii) addressing the equity and adequacy of financial, human, and social resources for PK-12 and higher education.

The GSE Community

In 2022, the GSE enrolled 1,024 students in its doctoral, master's, and non-degree programs, including 167 EdD students, 95 PhD students, 466 master's students, and 296 students in non-degree programs. Of the GSE students enrolled in degree programs, approximately 77% identify as female, and 23% identify as male. Students of color account for about 43% of the students in degree programs, including approximately 16% Hispanic or Latino, 13% Black or African American, 11% Asian, and 4% identifying as two or more races. GSE students have vast opportunities to engage in research, service, clubs, and organizations, including the [GSE Student Affairs Committee](#). The GSE also provides ongoing opportunities for students to travel and learn abroad. Through GSE's short-term, high-impact, experiential learning programs, over 300 students have visited Mexico and South Africa since 2002.

GSE graduates are highly sought after – the New Jersey Department of Education reports that Rutgers GSE graduates consistently have one of the highest rates of employment in New Jersey's school districts. GSE graduates join an esteemed group of GSE living alumni numbering nearly 17,000 accomplished leaders who positively impact the world. These include more than 20 university and college presidents, over 150 school superintendents, and other distinguished leaders in P-12 schools and institutions of higher education, including deans.

The faculty and staff who diligently support and advance its mission are essential to the success of the GSE. The talented, diverse, engaged, and widely respected GSE staff and faculty number 119 in total, with 57 staff and 62 full-time tenure-track and non-tenured faculty members plus 75 lecturers who work part-time along with five post-doctoral fellows, 11 teaching and graduate assistants, and 12 graduate fellows. GSE faculty members include five AERA fellows, three APA fellows, one ISLS fellow, and multiple Spencer Postdoctoral fellows.

Academic Programs

The GSE is driven by its mission of creating, disseminating, and using knowledge to improve education – including learning and teaching and preparing highly effective educators and education leaders. Embracing the GSE's goals to gain national distinction as a center for research and innovation in Diversity, Equity, and Social Justice, STEM Education, and Teaching and Learning, the GSE seeks to advance points of intersection of these goals and further develop these as distinct and focused areas of scholarship. Academics at the GSE are organized around three departments – Educational Psychology; Educational Theory, Policy, and Administration; and Learning and Teaching, collectively offering three degrees – EdD,

EdM, and PhD – in addition to certificates and endorsements, along with an undergraduate minor in education, totaling more than 80 graduate degree programs, 20 certificate programs and over 10 fully-online programs.

[The Department of Educational Psychology](#) focuses on expanding knowledge in education and psychology and forging a link between these areas. The department offers twelve programs that seek to inform and improve educational practice through the creation and application of knowledge, the preparation of educational professionals and researchers, and a constructive engagement with educational agencies and institutions at the local, state, national, and international levels.

[The Department of Educational Theory, Policy, and Administration](#) prepares educational leaders and scholars through a range of programs that focus on training and producing exceptional teachers, administrators, and policymakers from preschool to adult levels. In their research and teaching, the department's faculty examine institutional policies and practices, the factors that influence them, and the day-to-day operation of schools and non-school educational agencies. Undergraduate teacher education at the GSE is a significant commitment of the department, with faculty contributing in many ways to the success of the undergraduate teacher education program.

[The Department of Learning and Teaching](#) works to improve the competency of educational professionals who create learning, instruction, and curricula across a broad range of content areas, including literacy, languages, mathematics, science, technology, and early childhood/elementary education, with the goal of improving educational practice. The department's faculty are committed to offering instructional programs in the content areas of language, literacy, math, and science, as well as teachers of all subject matters in the elementary and early childhood years (pK-6) that recognize the centrality of the learner and the learning process in the study of teaching. Master's degree, specialist, and doctoral programs allow already-certified teachers to advance their knowledge and skills and assume new positions as curriculum developers, instructional leaders, teacher educators, and educational researchers. In addition, the department provides five-year teacher education programs (culminating in a master's degree) for undergraduate students at Rutgers and two-year master's degree programs for postbaccalaureate students who also wish to pursue certification.

Recognizing the interconnectedness of assessment, accreditation, and the current and future success of the GSE, the GSE recently created an Office of Assessment that provides leadership, coordination, and communication around these critical areas. This is essential for the continued advancement of the GSE and the broader Rutgers-New Brunswick community, as the GSE serves as the accreditation center for all Rutgers-New Brunswick programs that lead to educator certification in the state of New Jersey. In fall 2021, the Council for the Accreditation of Educator Preparation (CAEP), an approved national accreditor by the state of New Jersey, granted full accreditation to all Rutgers-New Brunswick educator preparation programs with no stipulations or areas for improvement. Additionally, the EdM with Certification in School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Research

With renowned scholars across the field, the GSE advances research and informs best practices in education. Through seven [Centers and Institutes](#), the GSE drives local to global change – improving learning in local communities to research-based educational policymaking on national and global levels.

- The [Center for Literacy Development](#) is committed to improving literacy support systems and providing a professional learning network of literacy leaders and teachers.
- The [National Institute for Early Education Research \(NIEER\)](#) is dedicated to improving early childhood education and care for all children through research.
- The [Proof Comprehension Research Group](#) is a collective of academics whose research focuses on the reading and presentation of mathematical proofs as performed by university students and mathematicians.
- The Robert B. Davis Institute for Learning creates conditions for learning environments that optimize students' understanding of the mathematics they are learning.
- The [Center for Minority Serving Institutions \(CMSI\)](#) brings together researchers and practitioners from Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions, and Asian American, Native American, and Pacific Islander Serving Institutions and serves as a repository for research, data, best practices, emerging innovations, and ideas on and within MSIs.
- The [Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice](#) connects researchers, practitioners, and community members to work toward the common goals of diversifying leadership, enhancing equity, and fostering justice for all. The Proctor Institute is named in honor of the late Samuel DeWitt Proctor, the first African American faculty member at the GSE and the first to have an endowed professorship named after him.
- The Center for Effective School Practices is an equity-focused unit of the GSE dedicated to excellence and integrity in research and evaluation.

Since 2016, the GSE has secured more than \$69 million in competitively funded research to support the GSE strategic priorities. Research expenditures have increased steadily over the last several years, with expenditures of \$9.31 million in FY2023, exceeding budget expectations by over \$1.6 million. The opportunities are virtually boundless when considering the expertise within the GSE and the broader landscape of Rutgers University, one of the top research universities.

ROLE OF THE DEAN

The dean is the academic and administrative leader of the GSE and is responsible for the planning, management, and quality of the academic and research programs. Reporting to the Chancellor of Rutgers University-New Brunswick, the dean is expected to provide visionary and strategic leadership for the GSE and exercise influence and leadership across campus, working closely with other Rutgers-New Brunswick senior leaders and administrators to establish and implement priorities for the entire University. Rutgers operates under a responsibility-centered management (RCM) budget model, and the dean has financial and operational responsibility for the College. The operating budget is \$33.19 million. The dean is also the face of the GSE externally, fostering and developing relationships with local PK-12 and intermediate school districts, donors, funders, alumni, and other stakeholder groups and partners.

The Dean's Office includes a talented and collaborative group of three associate deans, three department chairs, and administrative leaders, including the senior assistant dean of Enrollment Management and

Academic Affairs, senior director of Strategic Alliances and Online Education, associate director of Development, senior director of Finance and Administration, director of Information Technology, and director of Communications and Marketing.

OPPORTUNITIES AND CHALLENGES

The next dean of the Graduate School of Education will inherit the following key priorities:

Collaboratively develop a forward-looking, strategic, and compelling vision for the future of the GSE.

For generations, the Graduate School of Education has been a leader in developing the next generation of education and social justice leaders and scholars. As the field of education rapidly evolves, the next dean will convene the GSE community to create a forward-looking vision, building on existing strengths, bringing an eye for innovation, and solidifying the school as a leader in the future of education. The dean will build on the GSE's solid foundation and leverage the momentum of Rutgers University-New Brunswick through new and expanded pathways for partnerships and strategic alignment with the [Rutgers-New Brunswick Academic Master Plan](#). With an eye to the future, the dean will consider trends in the field that impact enrollment and prioritize resources to identify and invest in new modalities and innovative programs to meet the evolving needs of educators and the future of the field. Building on GSE's strong commitment to diversity, equity, and social justice and expertise in content areas, the dean will have unique opportunities to integrate and advance this work to further the GSE's visibility, reach, and impact.

Continue to advance and strengthen the GSE's commitment to diversity, equity, and social justice.

Much work has been done under the current dean's leadership to advance the GSE's long-held commitment to diversity, equity, and social justice as a firm, strategic priority. The dean will continue to prioritize this mission-critical work and build upon the GSE and the University's existing momentum in [Rutgers Forward – Pursuing Excellence and Inclusion Deliberately](#). The dean will continue to think expansively about strategies to attract and retain diverse students, faculty, and staff who reflect the diversity of the communities the GSE serves. The dean must bring a nuanced understanding of the critical role equity and social justice play in the education sector and national discourse, as well as a track record of meaningful impact and engagement on these issues. Equally important, the dean will champion an unwavering commitment to an inclusive and supportive internal culture for faculty, staff, and students. With a new dean at the helm, the hope is that critical DEI and social justice work will be embedded in every aspect of the school, supporting all approaches and leading to better outcomes.

Bring systems thinking to bear and bolster the GSE's approach to organizational infrastructure.

The GSE has grown to be a vibrant unit of faculty and staff that are managing a diverse set of programs and initiatives within the broader landscape of Rutgers-New Brunswick. The dean can leverage the strengths of the university and the talented GSE staff to create systems and processes that make a streamlined and efficient workflow. The incoming dean, partnering widely across the school with faculty and staff, will dedicate time to assessing the school's systems, policies, and procedures regarding technology, communication, and workflow to make the GSE more efficient, nimble, and streamlined.

Strengthen shared governance, build community, and prioritize all voices in the GSE community.

Every three years, the GSE Faculty Bylaws are reviewed. As part of this process, faculty consultations were held in the spring/summer of 2023, offering consistent feedback that faculty wanted more opportunities to participate in the decision-making process. The new bylaws are expected to be voted on at the December 2023 faculty meeting. The new dean will join the faculty to uphold and champion the revised

bylaws and support engagement across the school as an unwavering priority. The dean will further this commitment as a relentless advocate for all GSE voices, including faculty, staff, and students. Through active listening, open lines of communication, and transparent decision-making, the dean will help the GSE evolve and modernize its commitment to shared governance. To firmly advance the GSE's trajectory, the dean will champion an affirmative, inclusive organizational culture—recognizing the importance and value of all members of the GSE, developing systematic communication and collaboration strategies, and strategic and intentional mentorship opportunities, bridging gaps and bringing the community together across programs and disciplines, and roles including tenured, NTT teaching and clinical faculty, and all staff.

With a critical eye towards external relationships, continue to foster scholarship, philanthropic, and strategic partnership opportunities.

The GSE is widely recognized as a powerhouse in scholarship with groundbreaking research in academic disciplines and renowned research centers. The dean will continue to support these efforts, leveraging the GSE's expertise and leadership to strengthen and expand the breadth and depth of the school's external relationships and national connections. Building on existing partnerships with school districts and at the community, state, and national levels, there is a firm foundation on which the dean can continue to build. Successful initiatives such as the [GSE Community School Partnership Network](#) directly support the GSE mission and the university's commitment to community engagement. From a philanthropic perspective, the dean can be the differentiator as a compelling storyteller for the GSE, enthusiastically conveying the School's notable accomplishments and developing persuasive throughlines that will connect alumni, donors, and other prospective partners and supporters to the work happening in the GSE today. The GSE has increased development and fundraising efforts in the school to over \$27.8 million. With relationship-building strengths and an entrepreneurial spirit, the dean will be well prepared to position the GSE for even greater success and deeper impact in the future.

QUALIFICATIONS AND CHARACTERISTICS

- Experience in academic administration with a track record of successful leadership within the context of a large, complex organization and work across disciplinary boundaries.
- Distinguished record of achievement and scholarship in the field of education or a field closely related to education.
- Seasoned academic and team leader with exceptional communication, administrative, and management skills.
- Record of advancing equity, diversity, inclusion, and social justice.
- Record of investment in creating a supportive culture of excellence in scholarship, teaching, and outreach.
- The ability to leverage internal and external resources to support the programs and activities essential to a unit's or organization's progress.
- Clear track record in improving student experiences in access, equity, opportunity, and outcomes.
- Demonstrated strategic and innovative thinking.
- Record of ethical and evidence-informed, transparent decision-making and accountability.
- Outstanding interpersonal skills, integrity, and emotional intelligence, including exceptional communication and listening skills; a bias toward collaboration and teamwork.
- The resilience and vision to bring initiatives to fruition even in times of constraint and commitment to recruiting and retaining top faculty, staff, and students.

- An earned doctorate with the accomplished record of success in research, scholarship, or professional experience that would support an appointment to the rank of full professor in the GSE.

Research shows that people belonging to structurally marginalized groups often only apply for jobs if they meet 100% of the qualifications. As no one ever meets 100% of the qualifications, we encourage all interested candidates to apply if you feel that most of the above qualifications reflect your experience and expertise.

APPLICATIONS, INQUIRIES, AND NOMINATIONS

Rutgers University has retained Isaacson, Miller, a national executive search firm, to assist with this search. All inquiries, nominations, and applications should be directed electronically and in confidence to:

Pamela Pezzoli, Carrie Alexander, Rachel Brown, and Melissa Barravecchio
Isaacson, Miller

<https://www.imsearch.com/open-searches/rutgers-university-graduate-school-education/dean>

Rutgers, The State University of New Jersey, is an Equal Opportunity/Affirmative Action Employer. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military status, or any other category protected by law. As an institution, Rutgers values diversity of background and opinion and prohibits discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment.